



General Supplies Needed

Put your child's name on everything.

- ~Buy a large roll of **clear** contact paper **over the summer**
- ~All school workbooks , notebook & folders sent home need to be covered with clear contact paper by the 2nd Monday of school
- ~6 **sharpened** regular no. 2 pencils ready for use on the 1st day
- ~1 **soft** zippered pencil case to fit all supplies
 - ~1 pair of scissors
 - ~2 glue sticks
 - ~2 pack of 16 crayons
- ~ 4 Expo White Board markers with child's name
 - ~1 ream of "8 1/2 x11"
 - ~1 box of 250 tissues
 - ~1 container Clorox wipes
 - ~1 yellow plastic clip folder
 - ~1 blue plastic clip folder
 - ~1 red two pocket plastic folder
- ~Foldable placemat or cloth napkin to be kept in the lunchbox
 - ~Hand sanitizer for lunchbox
 - ~1 set of headphones labeled with name in an appropriate sized Ziploc bag (We have Chromebook 2, 3.5 mm)
 - ~addition and subtraction flash cards for facts through 10 or 12
 - ~ Chromebook case w/handle
 - ~ **No** mechanical pencils, rulers, colored pencils, or pencil sharpeners

Congratulations on completing Kindergarten!
We are looking forward to seeing you in the Fall!

Reminders:

Students should read 20 books with an adult. Be sure to fill out the reading log to be turned in the first day of school. This is a great way not to lose what was learned in kindergarten. Setting aside a daily special time to encourage learning will help prepare your child for first grade.

We love meeting parents at the Back-to School Meeting, so please make plans to attend. It is a wonderful way to begin the school year. We will provide you with important information about life in first grade. Check the SUS website for the date and time.

Return all completed work and reading log on the first day of first grade in order to receive credit for your work.



A Guide for First Grade Parents



St. Ursula School
8900 Harford Road
Baltimore, MD 21234
Phone (310)-665-3533
www.stursula.org

Welcome to 1st Grade

First grade is an exciting time because the children learn and grow so much. We love to watch them grow. To help ease the transition into first grade, we strongly recommend reviewing all skills mastered in kindergarten. **Please see Summer Work email for additional required summer work.**

~ Reading words from the
Kindergarten Sight Words List

~Reading words from the
Decodable Words list

~Identifying all letters in and out of sequence, and recognize the consonant sounds and short vowel sounds.

~Writing neatly the uppercase and lowercase letters both in and out of sequence.

~Spelling and neatly writing your first and last name without copying.

~Following a sequence of three oral directions.

~Cutting accurately

~Use manners appropriately.

~Sitting quietly and listening without interrupting for ten minutes.

~Coloring within boundaries.

~Playing board games with your child.

~**Tying shoelaces**, buckling buttoning and zipping.

~Please check our website.

Math Review

~Identify and write numeral 0 to 30

~Use fingers to show random groups of 8, 5, 7, 2, 9, 10, 1, 4, 9, 3, 6

~Recognize groups of object up to 5 without counting. (Hold up fingers.)

~Identify dots on a ten frame

~Count to 30

~Count back form 15

~Recognize a penny, a nickel, and a dime as well as their value.

~Name and extend a pattern of 3 or 4 items

~Identify basic shapes - triangle, circle, square, rectangle

Open the World of Reading to Your Child

It is very important to expose your child to books. Try to read to your child regularly and have your child follow along as you read. When your child knows the words have your child read with you. Here are a few things you can do while you are reading.

~Prior to reading have your child tell the story from the pictures/photos.

~Ask questions about the story as you read. Have your child answer in complete sentences.

~Help your child make predictions.

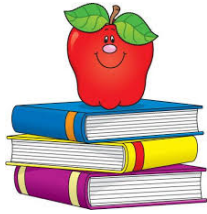
~Have your child change the ending of the story.

~Ask your child to retell the story in his/her own words.

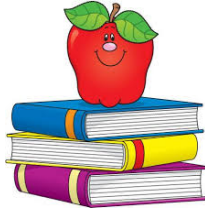
Happy reading!

The First Grade Teachers





Incoming First Graders



Summer Reading

Can you read 20 books?

It is very important to expose your child to books. Try to read to your child regularly and have your child follow along as you read. When your child knows the words, have your child read with you. Here are a few things you can do while you are reading.

~Prior to reading have your child tell the story from the pictures/photos

~ Ask questions about the story as you read. Have your child answer in complete sentences.

~Help your child make predictions.

~Have your child change the ending of the story.

~ Ask your child to retell the story in his/her own words.

Happy reading, The First Grade Teachers



Kindergarten Sight Words (High Frequency Words)

Please practice reading these words over the summer.

I	of	is	said	good	help
like	so	that	was	ate	ask
the	how	who	then	could	walk
and	where	go	do	she	look
see	many	here	went	over	very
we	find	soon	only	her	their
a	from	for	down	all	out
to	but	they	little	when	saw
come	this	up	just	some	put
me	came	make	have	he	off
with	on	them	one	away	our
my	will	give	now	must	day
you	into	play	every	no	take
what	your	say	show	by	too
are	be	new	there		

Decodable Words Summer Review

Short /a/ Word Families

<u>ad</u>	<u>ad</u>	<u>ag</u>	<u>am</u>	<u>am</u>	<u>an</u>	<u>an</u>
bad	mad	bag	am	Sam	an	Jan
Dad	pad	rag	ham	Tam	can	man
had	sad	tag	jam	yam	Dan	pan
lad		wag	Pam		fan	ran
		zag				

<u>ap</u>	<u>ap</u>	<u>at</u>	<u>at</u>	<u>ack</u>	<u>ack</u>	<u>ax</u>
cap	nap	at	Nat	back	sack	ax
gap	sap	bat	pat	Jack	tack	Max
lap	tap	cat	rat	Mack	Zack	wax
map		hat	sat	pack		
		mat		rack		

Short /e/ Word Families

<u>eb</u>	<u>ed</u>	<u>eg</u>	<u>et</u>	<u>et</u>	<u>en</u>	<u>en</u>
Deb	bed	beg	bet	pet	Ben	Ken
web	fed	leg	get	set	den	men
Zeb	Ned	Meg	jet	vet	hen	pen
	red	peg	let	wet	Jen	ten
	Ted		met	yet		
	wed		net			

Short /i/ Word Families

<u>ig</u>	<u>it</u>	<u>it</u>	<u>in</u>	<u>ip</u>	<u>ip</u>
big	bit	lit	bin	dip	sip
dig	fit	pit	fin	hip	tip
jig	hit	quit	in	lip	zip
pig	it	sit	Min	rip	
wig	kit		tin		
zig			win		

<u>ick</u>	<u>ick</u>	<u>ix</u>	<u>im</u>	<u>im</u>	<u>id</u>	<u>id</u>
kick	pick	fix	dim	Kim	bid	lid
lick	quick	mix	him	rim	did	Sid
Mick	sick	six	Jim	Tim	hid	
	tick				kid	

Short /o/ Word Families

<u>op</u>	<u>ox</u>	<u>ock</u>	<u>og</u>
cop	box	dock	bog
hop	fox	lock	dog
mop	ox	rock	fog
pop		sock	hog
top		tock	jog
			log

<u>ot</u>	<u>ot</u>	<u>od</u>	<u>om</u>	<u>ob</u>	<u>on</u>
cot	jot	nod	Dom	Bob	Don
dot	lot	pod	Mom	job	on
got	not	rod	Tom	sob	Ron
hot	pot				
jot	rot				
lot	tot				

Short /u/ Word Families

<u>up</u>	<u>ub</u>	<u>ud</u>	<u>ut</u>
cup	cub	bud	cut
pup	rub	mud	hut
up	sub	sud	nut
	tub		rut

<u>ug</u>	<u>ug</u>	<u>uck</u>	<u>un</u>	<u>um</u>
bug	Pug	duck	bun	gum
dug	rug	luck	fun	hum
hug	tug	muck	run	yum
jug		puck	sun	
mug		tuck		
		yuck		

Name _____

Words to Know

Read the words in the box. Then read the story.

Words to Know


a are go I like is see the to we

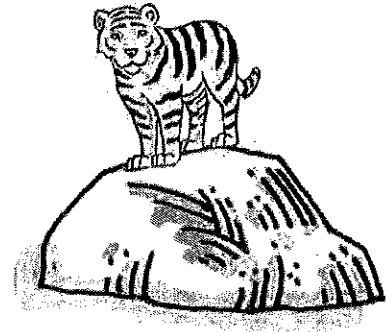
We are at the .

We see a cat.

The cat is a .

I like the cat.

We like to go to the .



Think about places that you like to visit. Write about and draw your ideas.

I like to go to the _____

Words to Know



Read the words in the box. Then read the story. Draw a line under the words that have short a.

Words to Know

is are we go I a see like to the

We see Sam.

Sam is the cat.

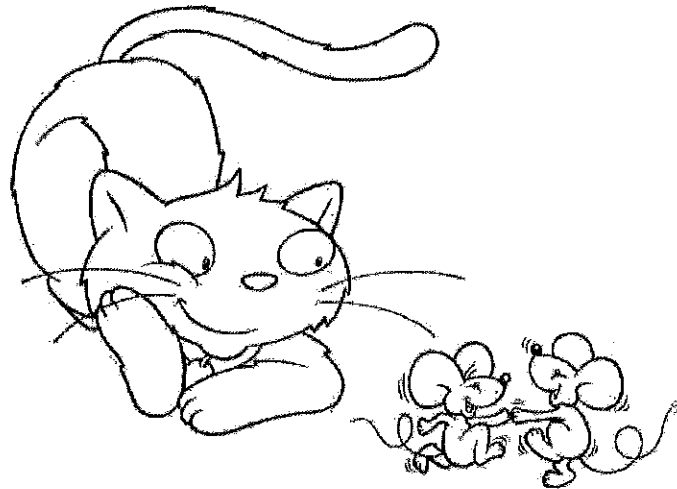
Am I a cat?

Is Cam a cat?

We are the .

We like Sam.

We go to see Sam!



Draw what will happen next in the story.

Name _____

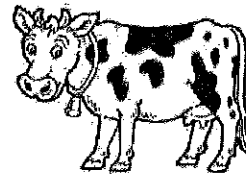
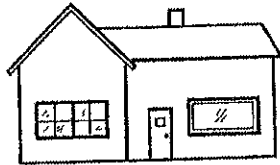
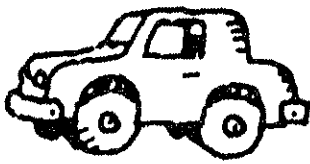
Phonics

Listen for the *c*, *t*, *m*, and Short *a* Sounds



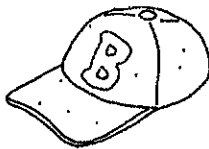
Say each picture name. Listen for the sounds in the name. Color the pictures that begin with the same sound as cat.

1.



Listen to each picture name. Listen for the sounds. Use the letters *c*, *t*, *a*, or *m* to write the picture name.

2.



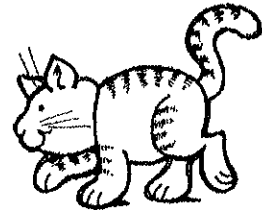
p

3.




n

4.



Name _____

Words to Know

 Read the words in the box. Then read the story. Draw a line under the words that have short a.

Words to Know

we go I a see like to the

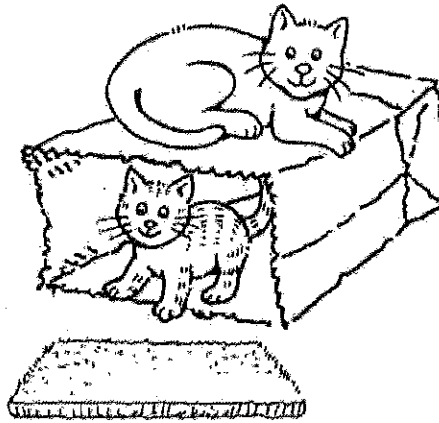
I am Tam.

I am Sam.

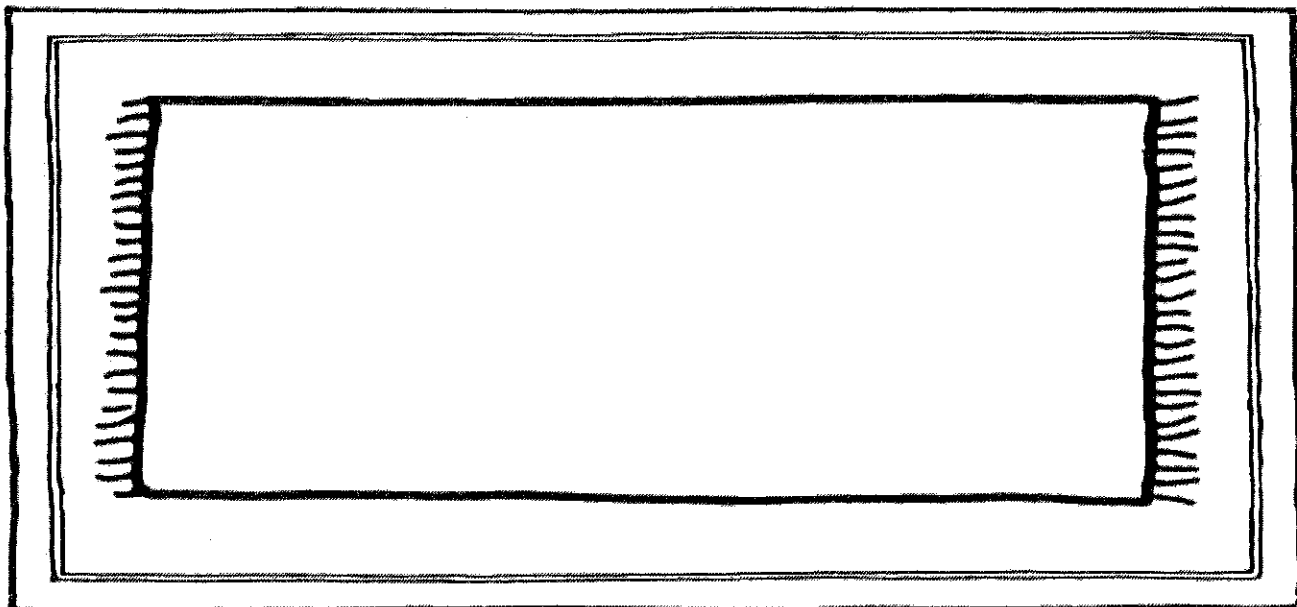
We see a mat.

We like the mat.

We go to the mat.




Draw what Sam and Tam will do next.


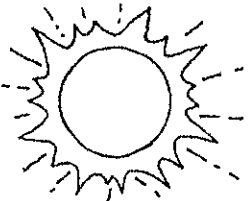
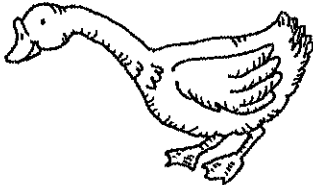



Name _____

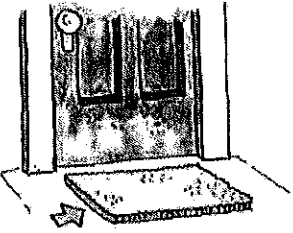
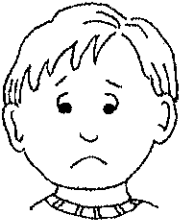

Phonics

Listen for the *s*, *m*, and Short *a* Sounds

 Say each picture name. Listen for the /s/ sound. Write the letter *s* to show where you hear the sound for *s*.

<p>1. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. </p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---	--

 Listen to each picture name. Listen for the sounds. Use the letters *s*, *a*, or *m* to write the picture name. Remember that a person's name begins with a capital letter.

<p>4. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>t</p>	<p>5. </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>d</p>	<p>6. </p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--	--

Name _____

Words to Know



Read the words in the box. Then read and finish the sentences.

Words to Know

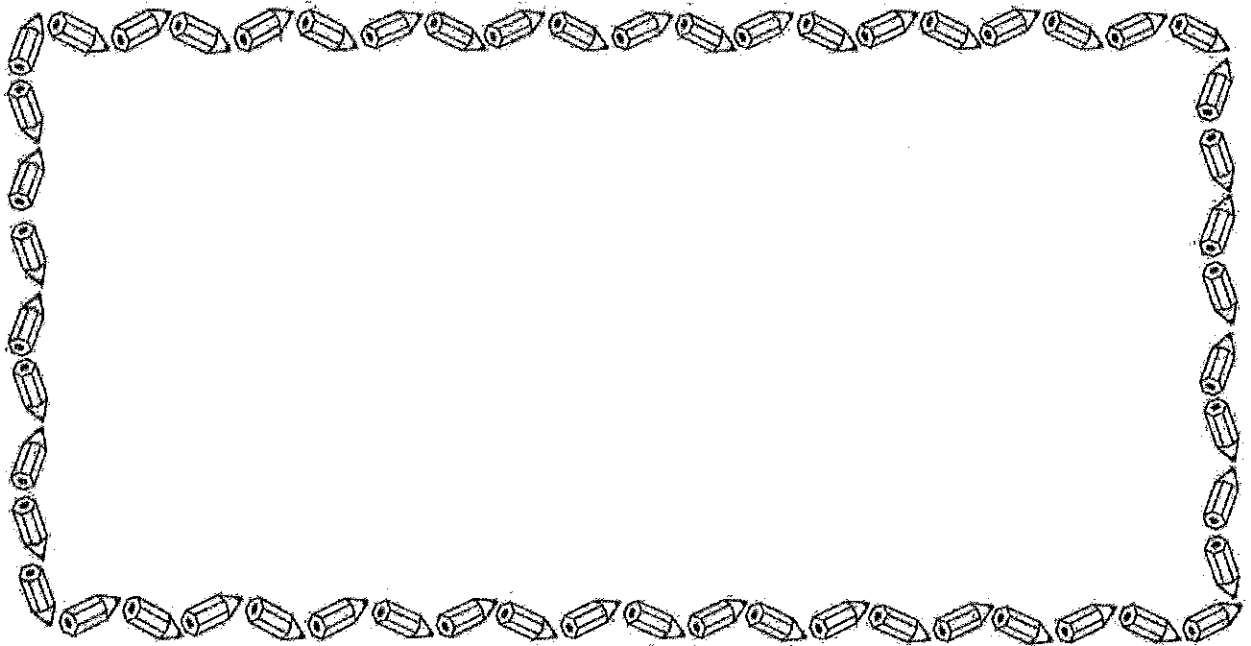
am I to like

I am _____

I like to _____




Draw a picture to go with your sentences.

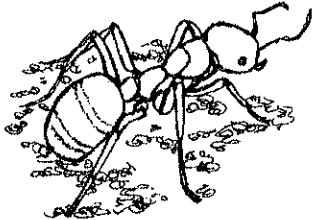
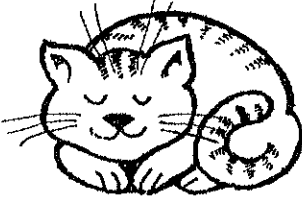
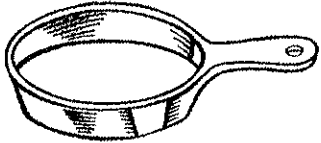



Name _____

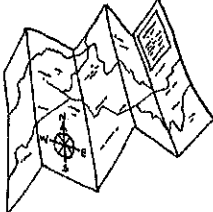
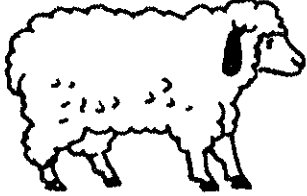

Phonics

Listen for the Short *a* and *m* Sounds

 Say each picture name. Listen for the short *a* sound. Write the letter *a* to show where you hear the short *a* sound.

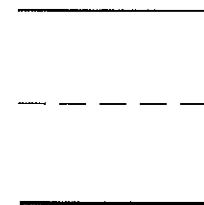
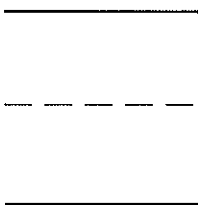
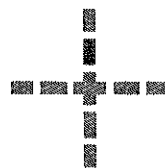
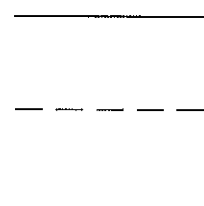
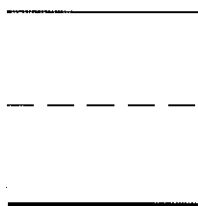
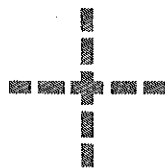
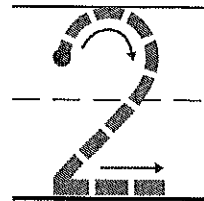
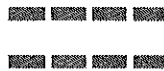
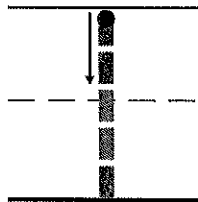
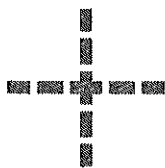
<p>1. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. </p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---	--

 Say each picture name. Listen for the *m* sound. Write the letter *m* to show where you hear the sound for *m*.

<p>4. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. </p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---	--

Name _____

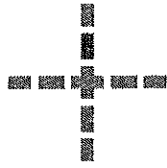
Add One



DIRECTIONS 1. Place cubes as shown above the numbers.
Trace the cubes. Trace to complete the addition sentence.
2–3. Use cubes to show the number. Draw the cubes.
Show and draw one more cube. Complete the addition sentence.



5



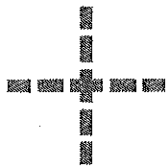
Blank handwriting lines for the number 5



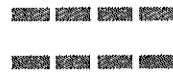
Blank handwriting lines for the number 5



6



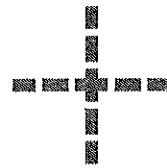
Blank handwriting lines for the number 6



Blank handwriting lines for the number 6



7



Blank handwriting lines for the number 7



Blank handwriting lines for the number 7

DIRECTIONS 4–6. Use cubes to show the number. Draw the cubes. Show and draw one more cube. Complete the addition sentence.



HOME ACTIVITY • Show your child a set of one to nine pennies. Have him or her use pennies to show how to add one to the set. Then have him or her tell how many in all.

Name _____

Add Two



1



2

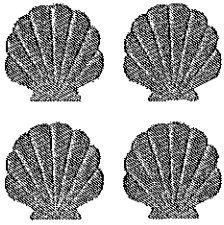


3

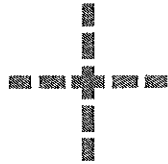
© Houghton Mifflin Harcourt Publishing Company

DIRECTIONS 1. Count how many shells in the first group. Trace the two shells. Trace to complete the addition sentence. 2-3. Count how many shells. Write the number. Draw two more shells. Complete the addition sentence.

4



Blank handwriting lines for the number 4.

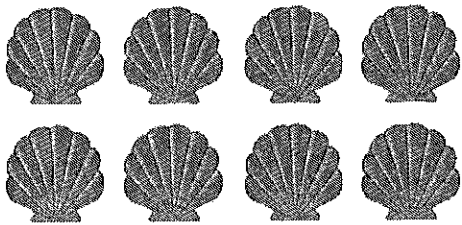


Blank handwriting lines for the first addend.

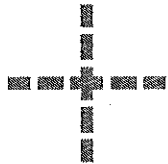


Blank handwriting lines for the sum.

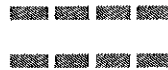
5



Blank handwriting lines for the number 5.

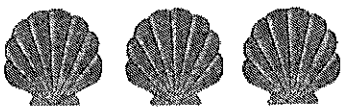


Blank handwriting lines for the first addend.

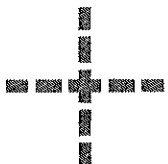


Blank handwriting lines for the sum.

6



Blank handwriting lines for the number 6.



Blank handwriting lines for the first addend.



Blank handwriting lines for the sum.

DIRECTIONS 4-6. Count how many shells there are. Write the number. Draw two more shells. Complete the addition sentence.



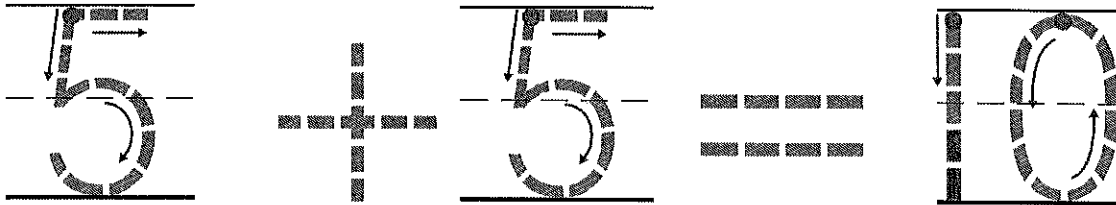
HOME ACTIVITY • Draw objects in a column beginning with a set of 1 to a set of 8. Have your child draw two more objects beside each set, and write how many in all.

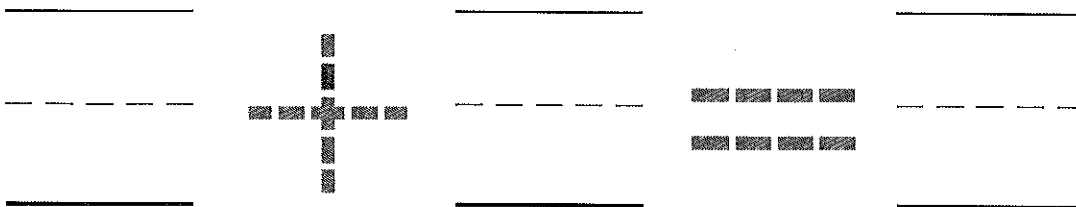
Name _____

Add on a Ten Frame



red	red	red	red	red
yellow	yellow	yellow	yellow	yellow



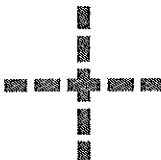


DIRECTIONS 1. Place counters on the ten frame as shown. Trace the addition sentence. 2. Place some counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.

3

_____		_____	_____
-----		-----	=====
_____		_____	_____

4

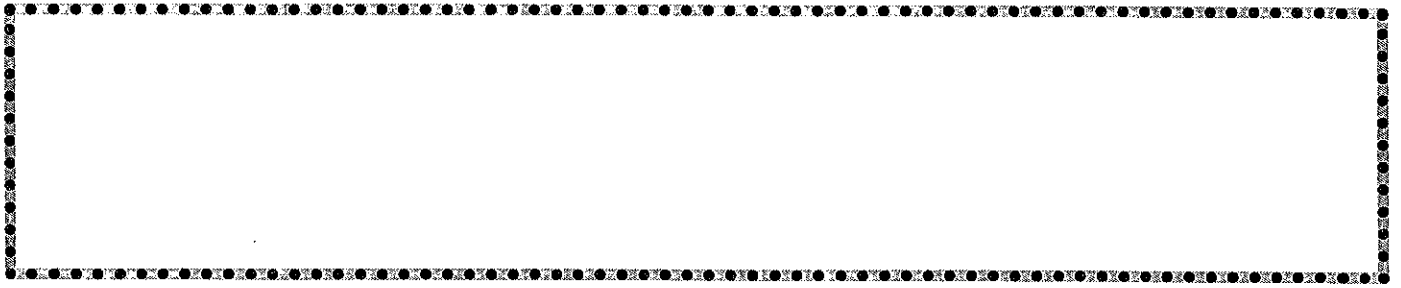
_____		_____	_____
-----		-----	=====
_____		_____	_____

DIRECTIONS 3–4. Place a different number of counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence.



HOME ACTIVITY • Give your child some household objects, such as two different kinds of buttons. Have your child arrange the buttons to show different ways to make 10, such as 6 red buttons and 4 blue buttons. Write the addition sentence.

Part-Part-Whole



1

Whole	
2 	
Part	Part
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

2

Whole	
3 	
Part	Part
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

DIRECTIONS 1-2. How many cubes are there in all? Place that many cubes in the workspace. Show the parts that make the whole. Complete the chart to show all the parts that make the whole.

3

Whole	
4	
Part	Part
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----

4

Whole	
5	
Part	Part
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____
_____	_____
-----	-----

DIRECTIONS 3–4. How many cubes are there in all? Complete the chart to show all the parts that make the whole.

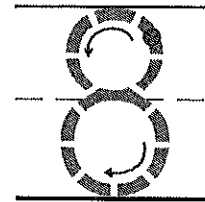
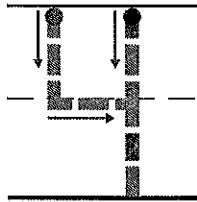
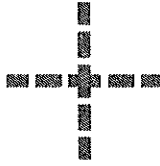
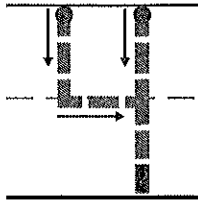
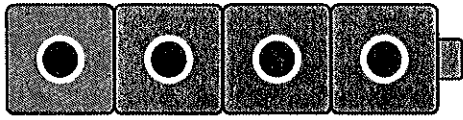


HOME ACTIVITY • Have your child use buttons or macaroni pieces to show the different parts that make the whole set of 8 (e.g. 7 and 1, 6 and 2, 5 and 3, 4 and 4.)

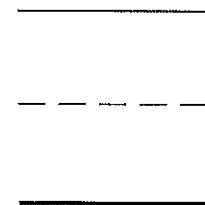
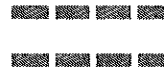
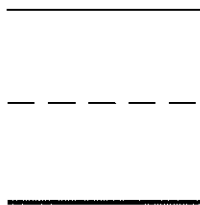
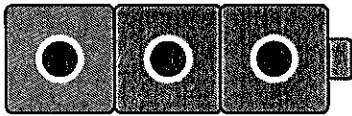
Name _____

Equal Sets

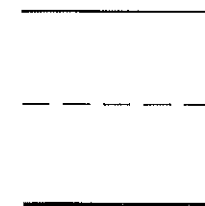
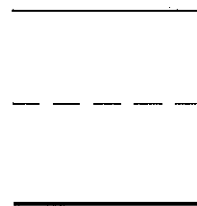
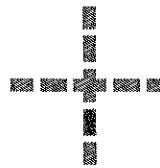
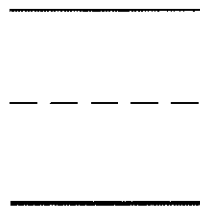
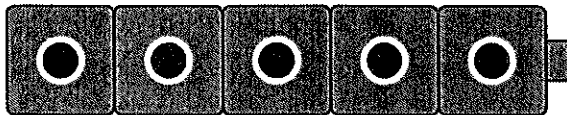
1



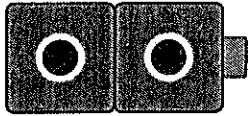
2



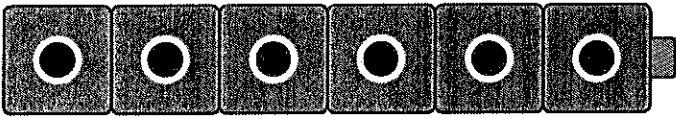
3



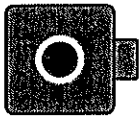
DIRECTIONS Count the cubes. Use cubes to make an equal set.
1. Trace the cubes. Trace the addition sentence. 2–3. Draw the cubes. Write and trace to complete the addition sentence.



5



6



DIRECTIONS 4-6. Count the cubes. Use cubes to make an equal set. Draw the cubes. Write and trace to complete the addition sentence.



HOME ACTIVITY • Have your child show equal sets by holding up an equal number of fingers on each hand. Then have your child say the addition sentence.

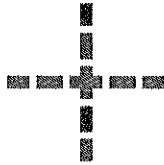
Name _____

✓ Checkpoint

Concepts and Skills

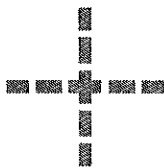


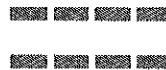
4







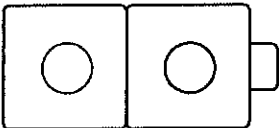
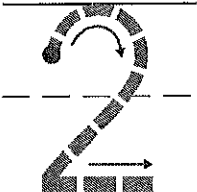
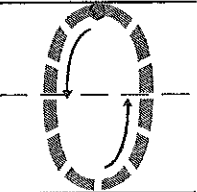




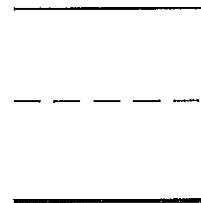
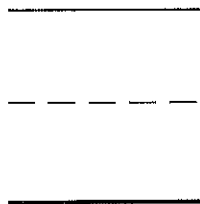
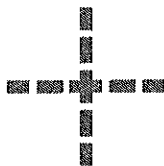
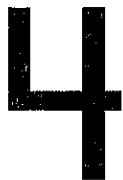
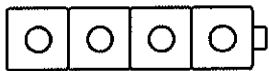
© Houghton Mifflin Harcourt Publishing Company

DIRECTIONS 1. Use cubes to show the number. Draw the cubes. Show and draw one more cube. Complete the addition sentence. (pp. P249–P250) 2. Place some counters red side up on the ten frame. Add more counters yellow side up to fill the ten frame. Complete the addition sentence. (pp. P253–P254)

3

Whole	
2 	
Part	Part
	
_____ ----- _____	_____ ----- _____
_____ ----- _____	_____ ----- _____

4



DIRECTIONS 3. How many cubes are there in all? Place that many cubes in the workspace. Show the different parts that make the whole. Complete the chart to show all the parts that make the whole. (P255-P256) 4. Count the cubes. Use cubes to make an equal set. Draw the cubes. Trace and write to complete the addition sentence. (P257-P258)

Related Addition Equations



1 + 3 = 2 + 2



2 + 3 = 2 + 3



3 + 4 = 3 + 4

DIRECTIONS Look at the cube trains. 1. Trace to complete the equation. 2-3. Trace and write to complete the equation.

4



5



6



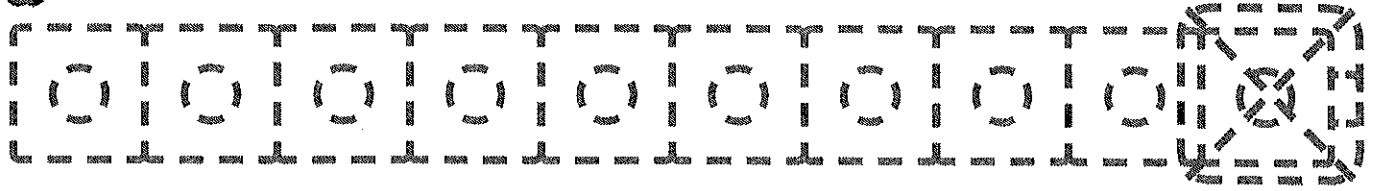
DIRECTIONS 4–6. Look at the cube trains. Trace and write to complete the equation.



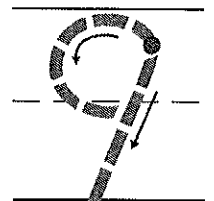
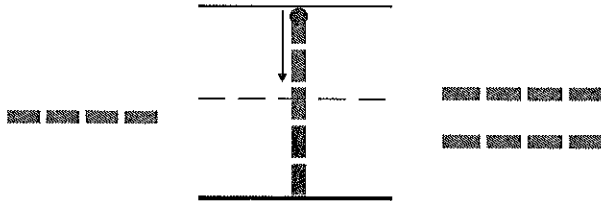
HOME ACTIVITY • Place 5 pennies on the table. Have your child group the pennies in different ways, such as 3 + 2 or 4 + 1.

Name _____

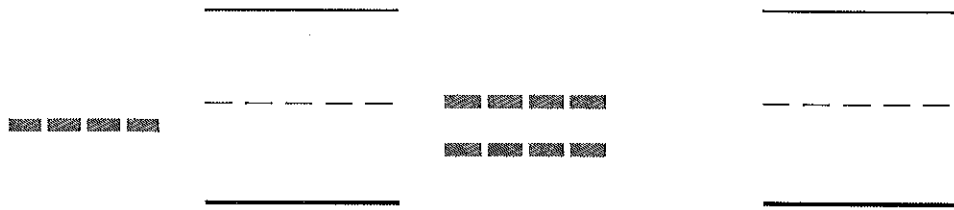
Subtract One



10



9



8



DIRECTIONS 1. Place cubes on the ones shown. Trace the cubes. Trace the circle and X on the cube being taken away. Trace to complete the subtraction sentence. 2-3. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.



7



Blank handwriting lines for the number 7.



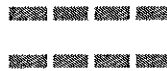
Blank handwriting lines for the number 7.



6



Blank handwriting lines for the number 6.



Blank handwriting lines for the number 6.



5



Blank handwriting lines for the number 5.



Blank handwriting lines for the number 5.

DIRECTIONS 4–6. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence.

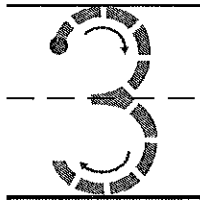
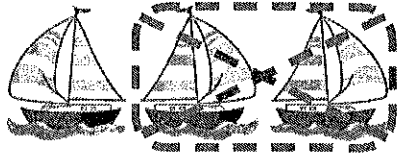


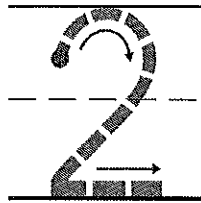
HOME ACTIVITY • Ask your child to use toys to demonstrate and describe the number pattern in the subtraction sentences on this page.

Name _____

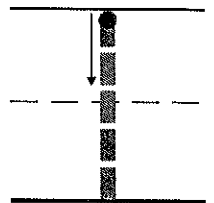
Subtract Two

1

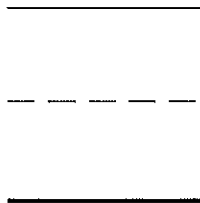
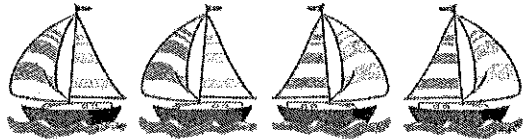


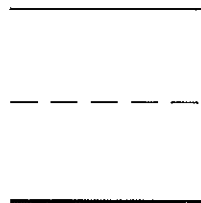


====
====

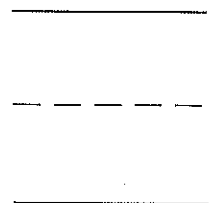


2

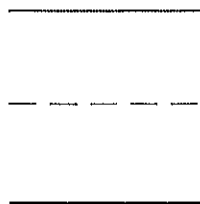
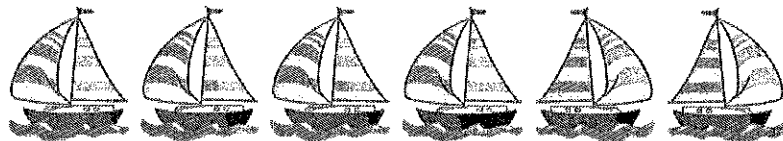


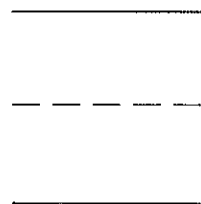


====
====



3





====
====



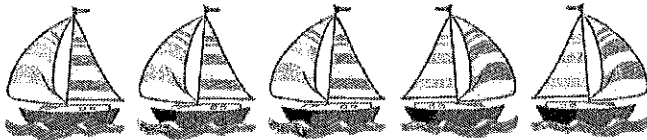
DIRECTIONS 1. Count how many boats there are in all. Trace the circle and the X that shows the boats that sail away. Trace to complete the subtraction sentence. 2-3. Count how many boats there are in all. Write the number. Two boats sail away. Circle the boats that sail away. Mark an X on them. Complete the subtraction sentence.

4



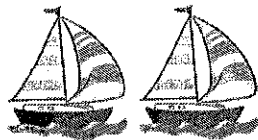
_____	_____	_____
_____	_____	_____
_____	_____	_____

5



_____	_____	_____
_____	_____	_____
_____	_____	_____

6



_____	_____	_____
_____	_____	_____
_____	_____	_____

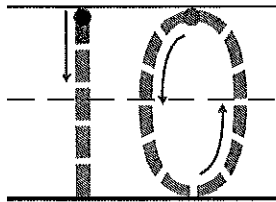
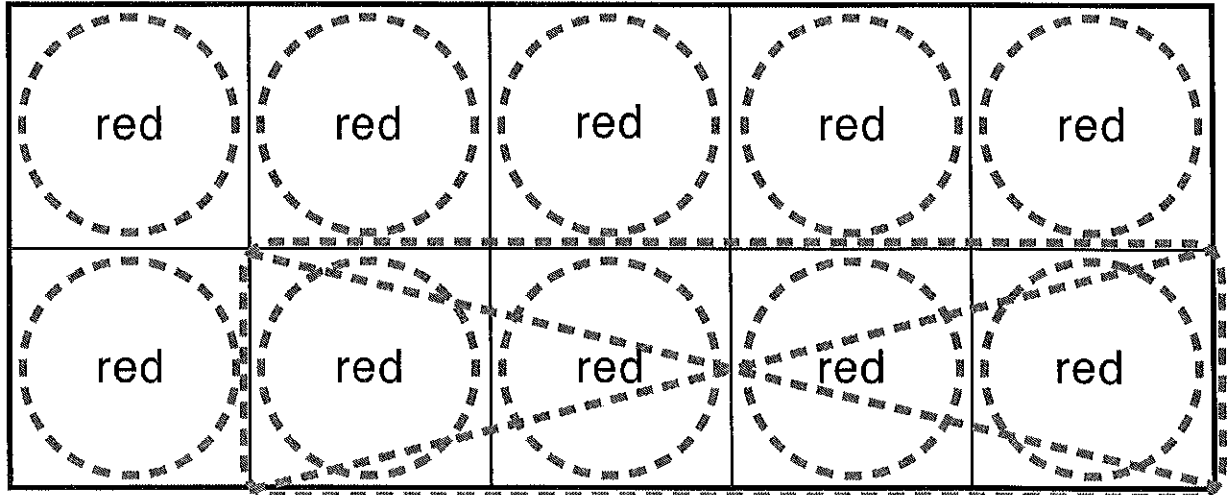
DIRECTIONS 4-6. Count how many boats there are in all. Write the number. Two boats sail away. Circle the boats that sail away. Mark an X on them. Complete the subtraction sentence.



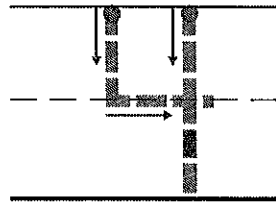
HOME ACTIVITY • Give your child five buttons. Have your child take away two buttons and tell how many are left.

Name _____

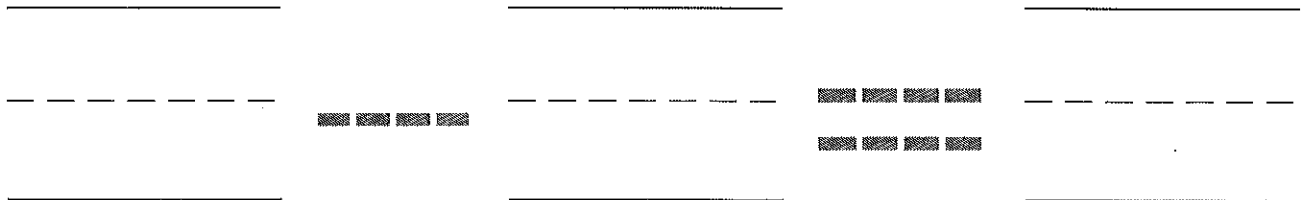
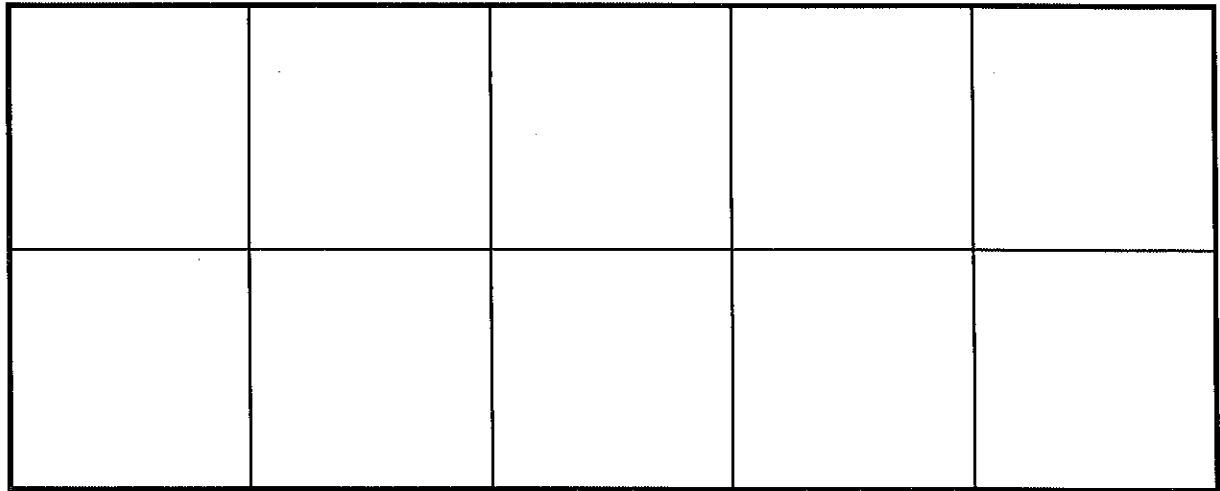
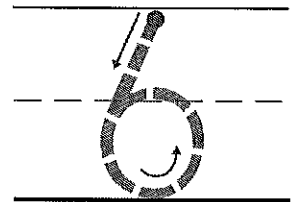
Subtract on a Ten Frame



— — — —



— — — —
— — — —



DIRECTIONS 1. Place 10 counters as shown on the ten frame. Take away 4 counters. Trace the circle around the set of counters that you took away. Trace the X on that set. Trace the subtraction sentence. 2. Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle the set of counters that you took away. Mark an X on that set. Complete the subtraction sentence.

3

4

DIRECTIONS 3–4. Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle the set of counters that you took away. Mark an X on that set. Complete the subtraction sentence.



HOME ACTIVITY • Give your child ten household objects, such as buttons. Have your child take some of the objects away. Then have him or her tell the subtraction sentence.

Algebra: Missing Part



Whole	
2	
Part	Part
2	
1	<hr/> <hr/> <hr/>
0	<hr/> <hr/> <hr/>

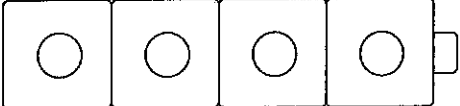


Whole	
3	
Part	Part
3	<hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/>
1	<hr/> <hr/> <hr/>
0	<hr/> <hr/> <hr/>

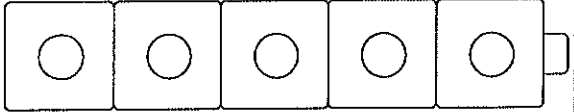
© Houghton Mifflin Harcourt Publishing Company

DIRECTIONS 1–2. How many cubes are there in all? Complete the chart to show the missing part that makes the whole.

3

Whole	
4	
	
Part	Part
4	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
3	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
2	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
1	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
0	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

4

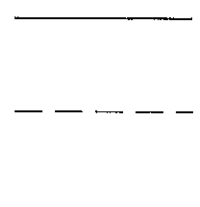
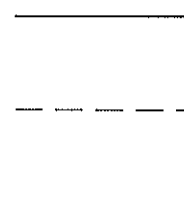
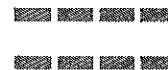
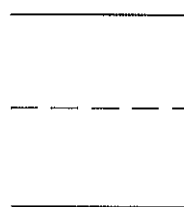
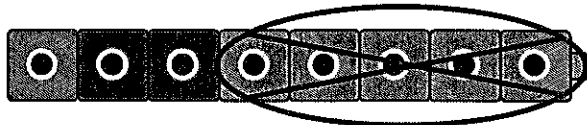
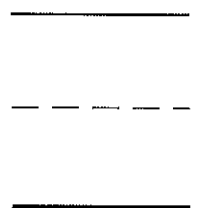
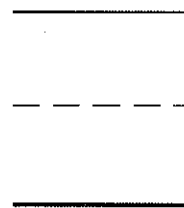
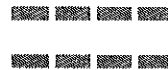
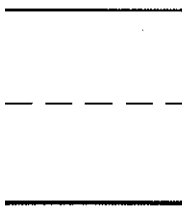
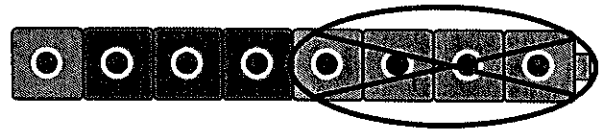
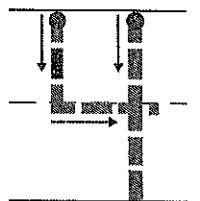
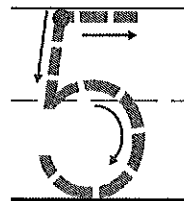
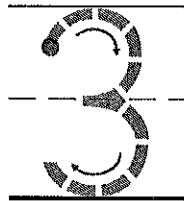
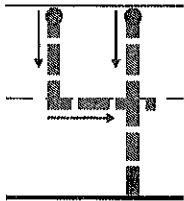
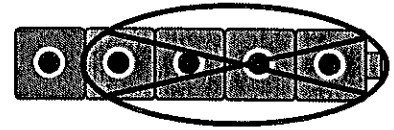
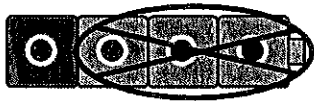
Whole	
5	
	
Part	Part
5	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
4	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
3	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
2	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
1	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
0	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

DIRECTIONS 3-4. How many cubes are there in all? Complete the chart to show the missing part that makes the whole.



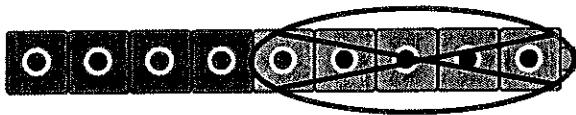
HOME ACTIVITY • Place 8 spoons on the table. Cover 3 of the spoons. Tell your child that you started with 8 spoons. Ask him or her to tell you how many spoons are covered.

Related Subtraction Equations



DIRECTIONS Look at the cube trains. 1. Trace to complete the equation.
2-3. Trace and write to complete the equation.

4



 ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■ ■ ■ ■

5



 ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■ ■ ■ ■

6



 ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■

 ■ ■ ■ ■ ■ ■

 ■ ■ ■ ■ ■ ■

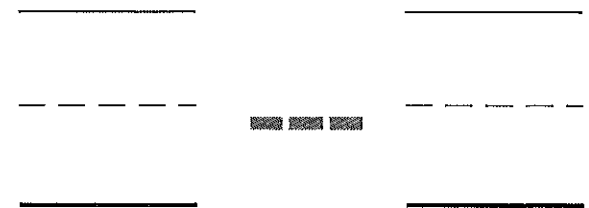
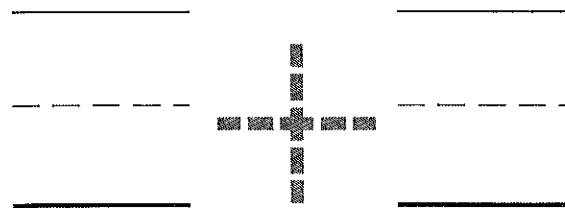
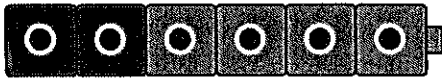
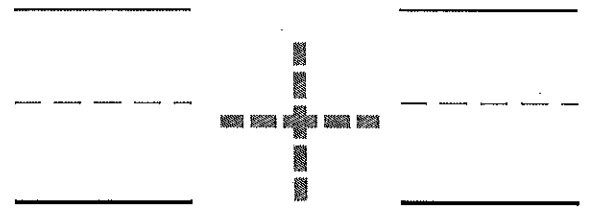
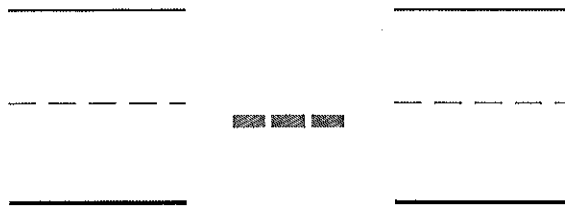
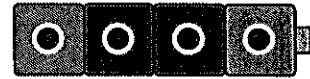
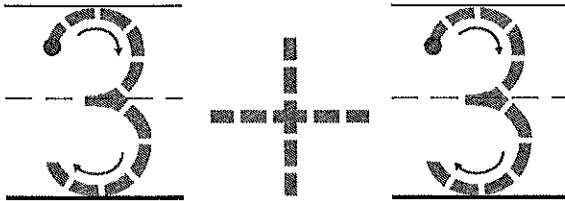
DIRECTIONS 4–6. Look at the cube trains. Trace and write to complete the equation.



HOME ACTIVITY • Say a subtraction fact with a difference of 2. Have your child say another subtraction fact with a difference of 2.

Name _____

Related Addition and Subtraction Equations



DIRECTIONS Look at the cube trains. 1. Trace to complete the equation.
2-3. Trace and write to complete the equation.

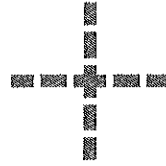
4



 ■ ■ ■



 ■ ■ ■



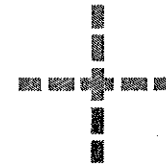
5



 ■ ■ ■



 ■ ■ ■



6



 ■ ■ ■



 ■ ■ ■

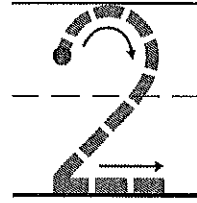
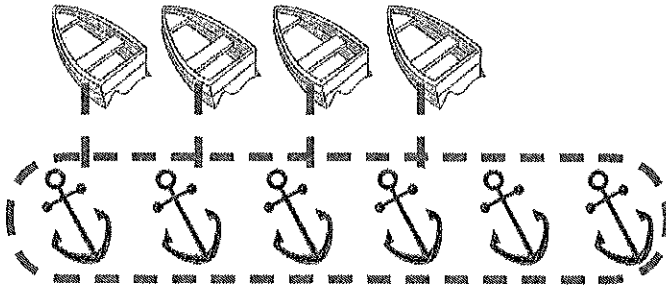
DIRECTIONS 4-6. Look at the cube trains. Trace and write to complete the equation.



HOME ACTIVITY • Say an addition fact with a sum of 5. Then ask your child to say a subtraction fact with a difference of 5.

Subtract to Compare

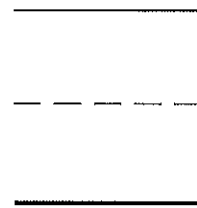
1



more



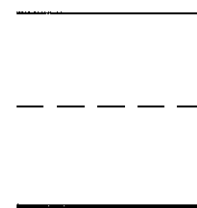
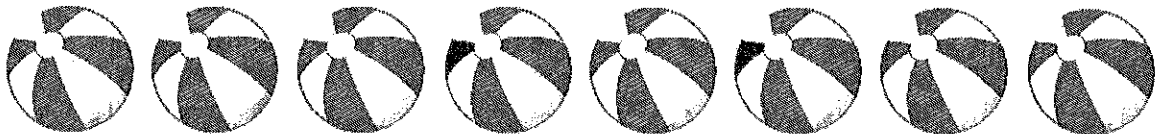
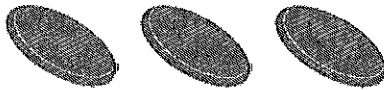
2



more



3

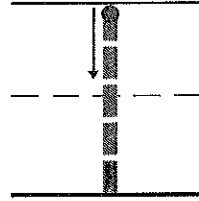
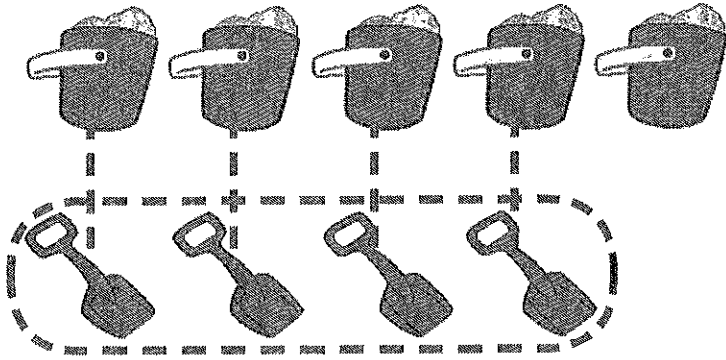


more

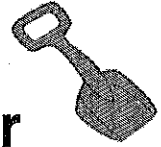


DIRECTIONS 1. Trace the lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Trace the circle that shows the set with more objects. Trace the number. 2–3. Draw lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Circle the set that has more objects. Write how many more.

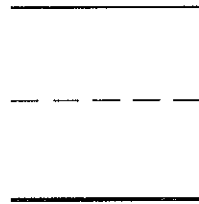
4



fewer



5



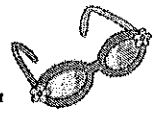
fewer



6



fewer



DIRECTIONS 4. Trace the lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Trace the circle that shows the set with fewer objects. Trace the number. 5-6. Draw lines to match the objects in the top row to the objects in the bottom row. Compare the sets. Circle the set that has fewer objects. Write how many fewer.



HOME ACTIVITY • Show your child a row of seven pennies and a row of three nickels. Have your child compare the sets, identify which has fewer coins, and tell how many fewer. Repeat with other sets of coins up to ten.

Name _____

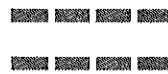
✓ Checkpoint

Concepts and Skills



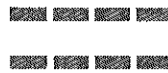
2











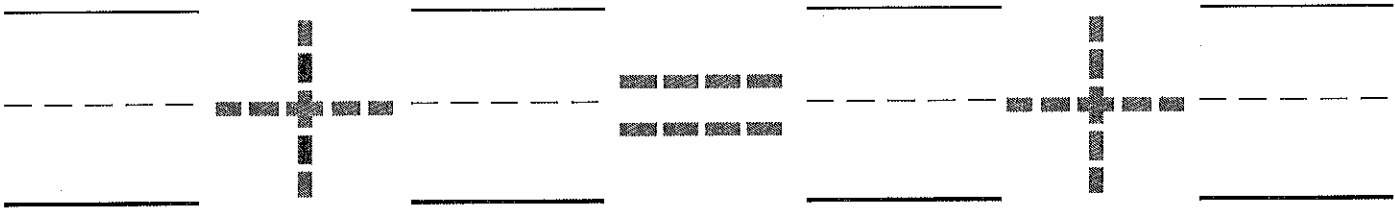
© Houghton Mifflin Harcourt Publishing Company

DIRECTIONS 1. Use cubes to show the number. Draw the cubes. Take away one cube. Circle the cube that you took away and mark an X on it. Complete the subtraction sentence. (P263–P264) 2. Place 10 counters on the ten frame. Draw the counters. Take away some counters. Circle and mark an X on the counters that you took away. Complete the subtraction sentence. (P267–P268)

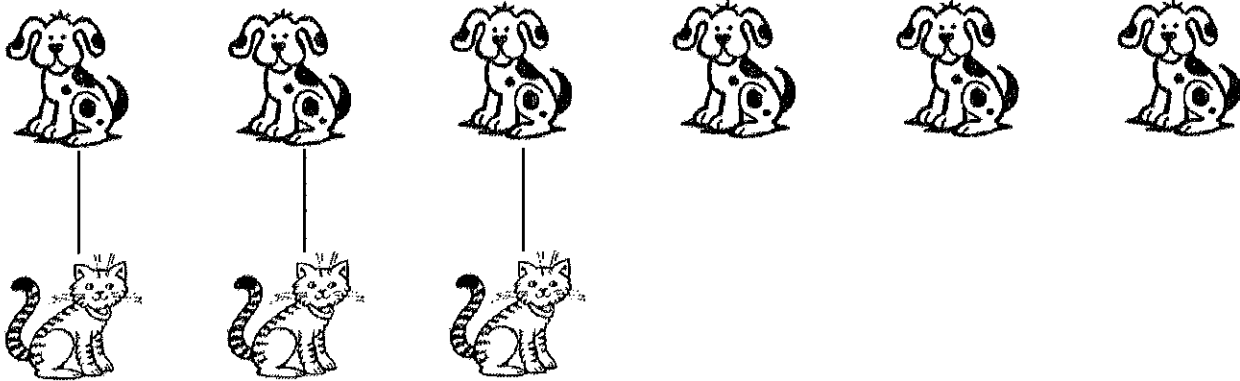
3



4



5



2
○

3
○

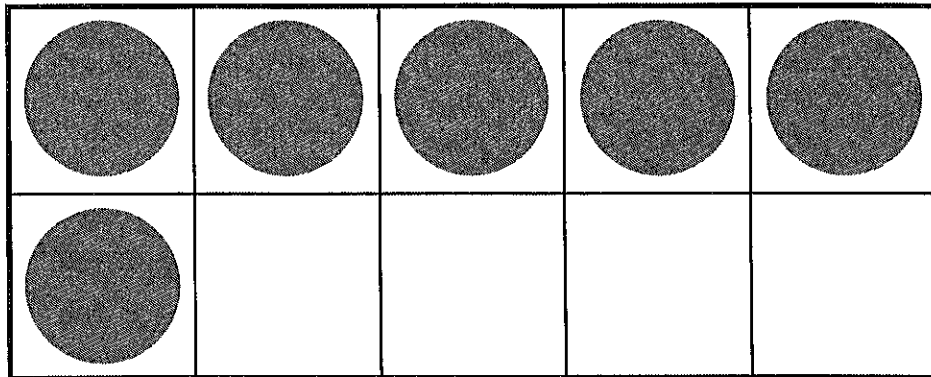
4
○

5
○

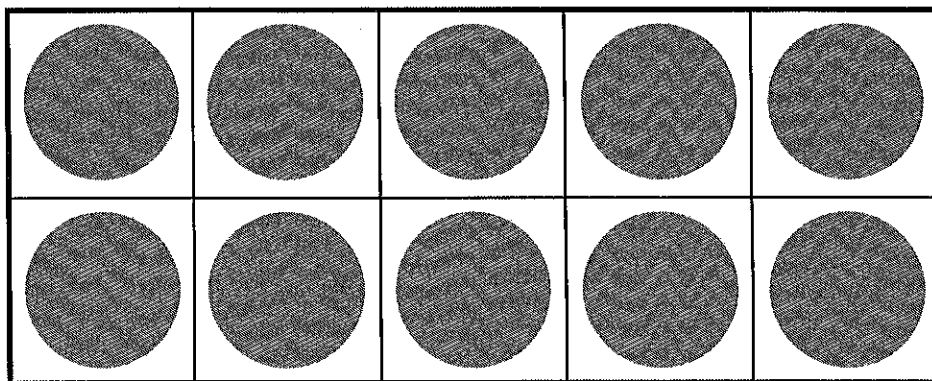
DIRECTIONS 3. Count and write how many boats in all. Two boats leave. Circle and mark an X on those boats. Complete the subtraction sentence. (pp. P265–P266) 4. Look at the cube trains. Trace and write to complete the equation. (pp. P261–P262) 5. Compare the sets. Mark under the number that shows how many more dogs are shown in the picture. (pp. P275–P276)

Name _____

Hands On: How Many Ones?



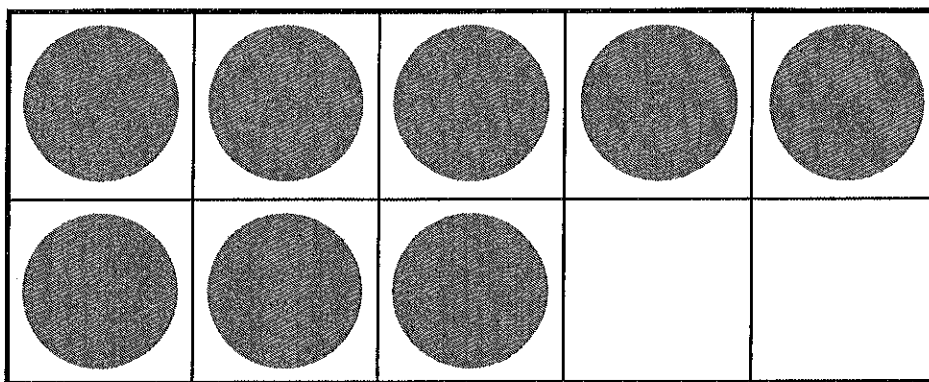
_____ ones



_____ ones or _____ ten

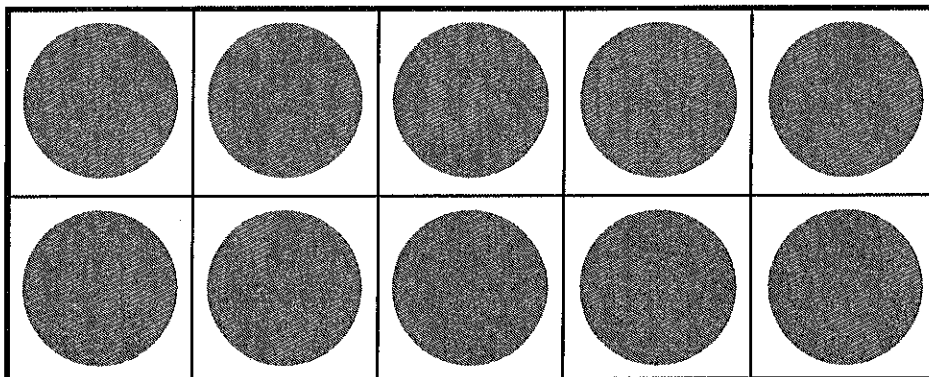
DIRECTIONS Place counters on the ones shown. **1.** How many ones are there? Write the number. **2.** How many ones are there? Write the number. How many tens is that? Write the number.

3



_____ ones

4



_____ ones or _____ ten

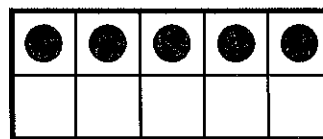
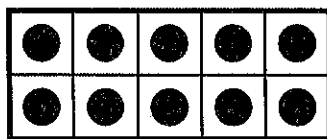
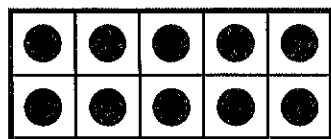
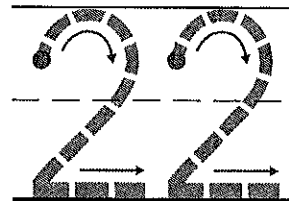
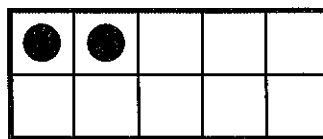
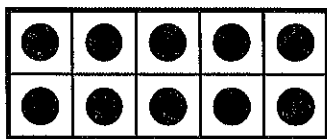
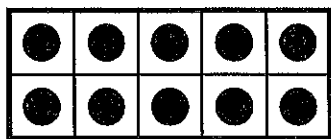
DIRECTIONS Place counters on the ones shown. **3.** How many ones are there? Write the number. **4.** How many ones are there? How many tens is that? Write the number.

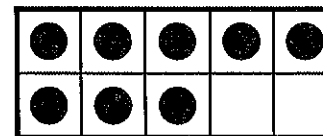
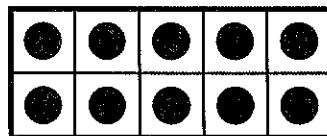
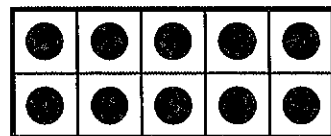


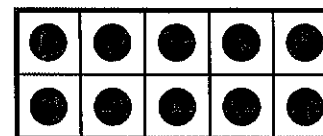
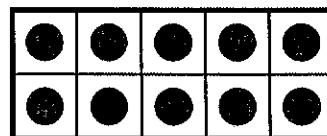
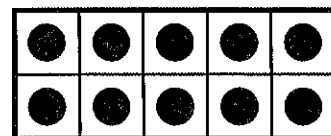
HOME ACTIVITY • Place 10 small items on a table. Ask your child to count and write how many ones that is. Then ask him or her to write how many tens that is.

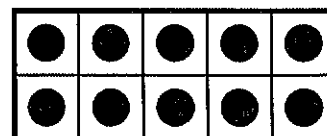
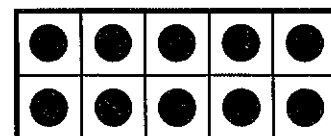
Name _____

Read and Write Numbers 20 to 30



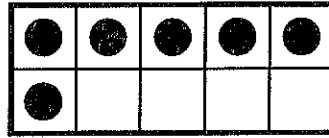
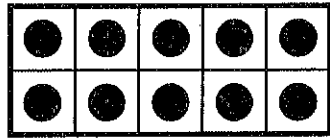
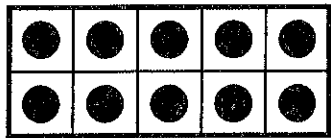




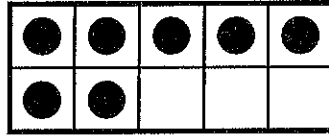
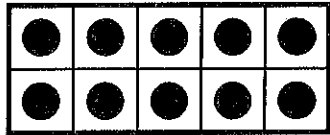
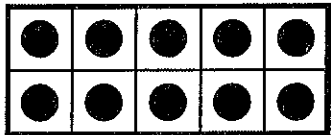


DIRECTIONS How many counters are there? 1. Trace the number.
2-5. Write the number.

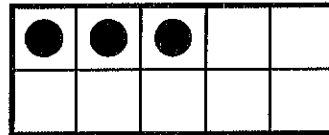
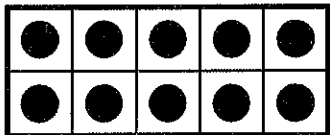
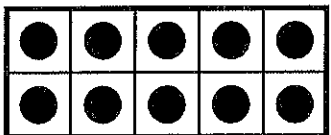
6



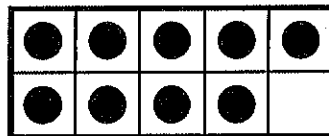
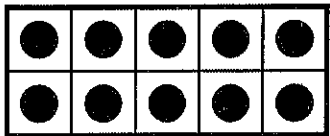
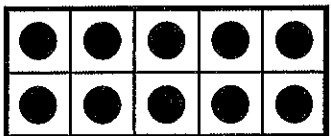
7



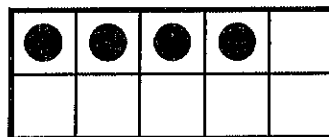
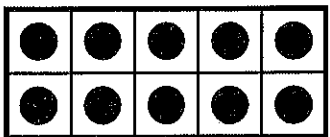
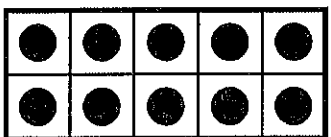
8



9



10



DIRECTIONS 6–10. How many counters are there? Write the number.



HOME ACTIVITY • Give your child 20 to 30 paper clips. Have your child count the paper clips and write how many.

Name _____

Read and Write Numbers 30 to 40

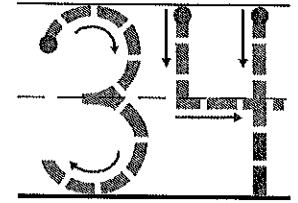


●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

●	●	●	●	



●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

●				



●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●



●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●		



●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●	●	●	●	●

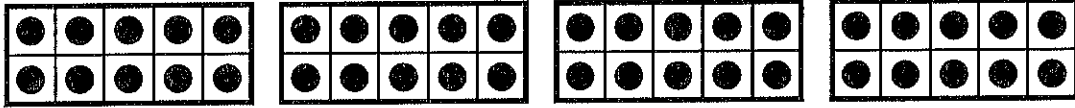
●	●	●	●	●
●	●	●	●	●

●	●	●	●	●
●				

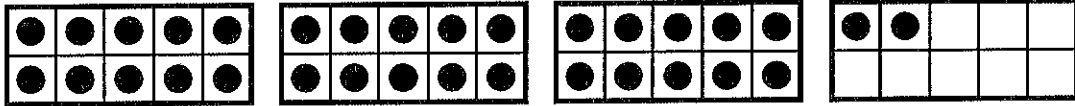
© Houghton Mifflin Harcourt Publishing Company

DIRECTIONS How many counters are there? 1. Trace the number. 2-5. Write the number.

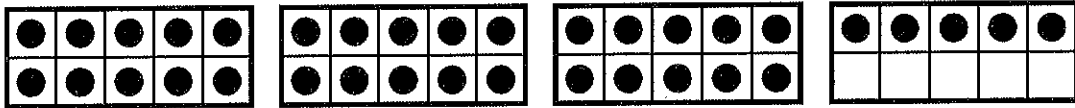
6



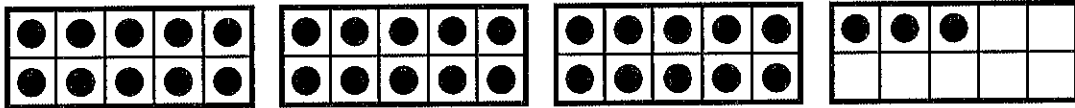
7



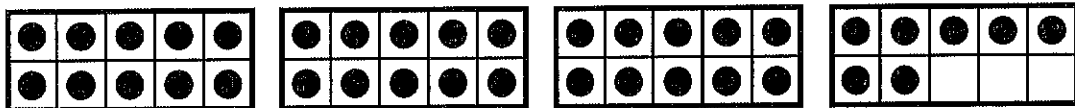
8



9



10



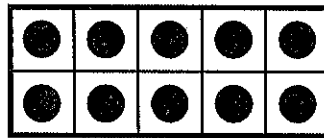
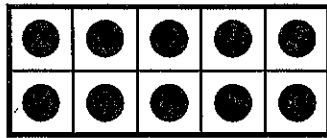
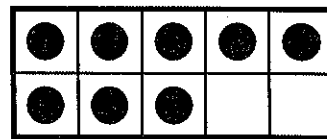
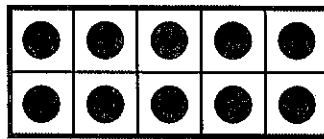
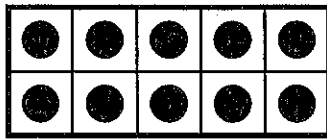
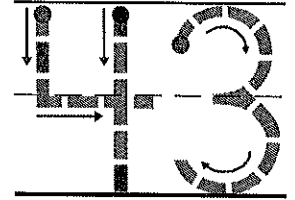
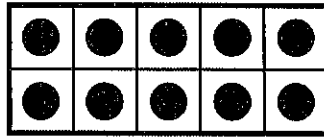
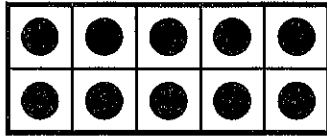
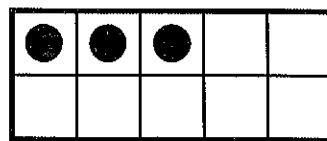
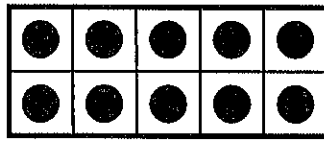
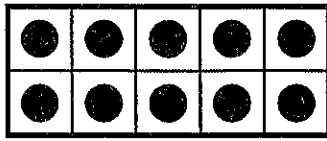
DIRECTIONS 6–10. How many counters are there? Write the number.

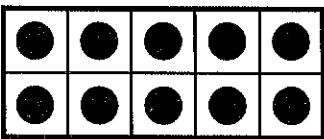
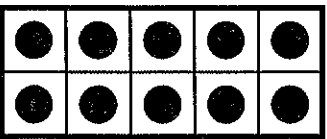
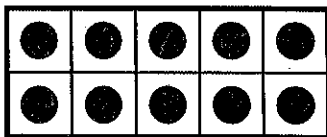
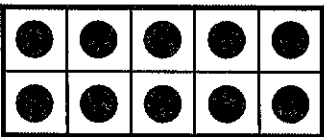
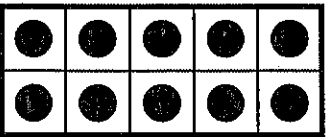


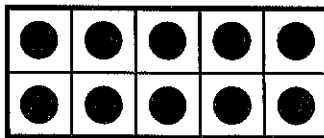
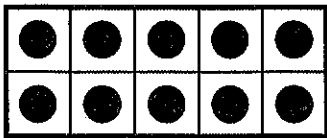
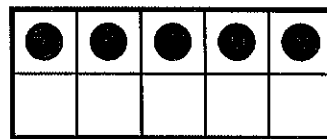
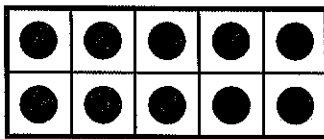
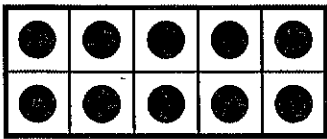
HOME ACTIVITY • Have your child count out cereal pieces for different numbers from 30 to 40.

Name _____

Read and Write Numbers 40 to 50

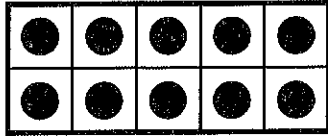
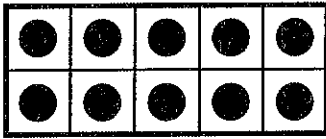
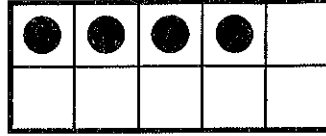
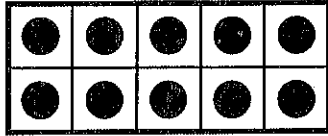
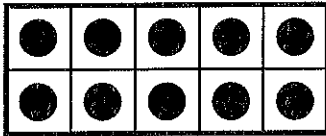




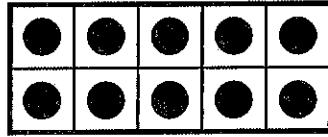
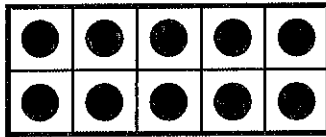
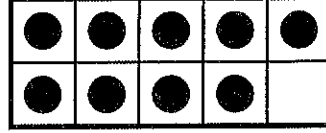
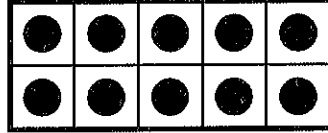
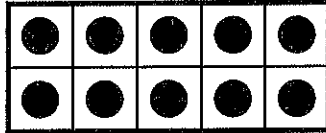


DIRECTIONS How many counters are there? 1. Trace the number. 2-4. Write the number.

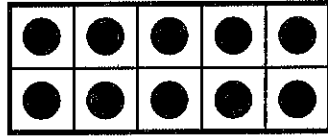
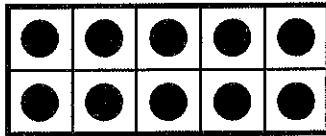
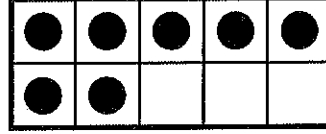
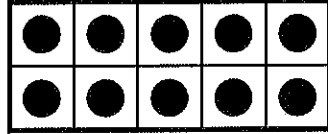
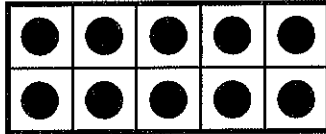
5



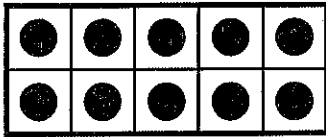
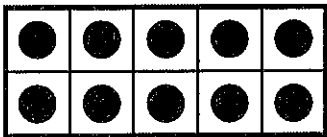
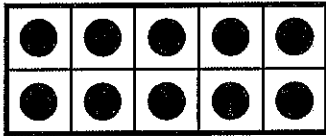
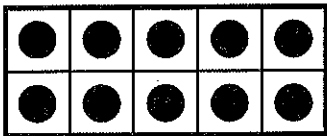
6



7



8



DIRECTIONS 5-8. How many counters are there? Write the number.




HOME ACTIVITY • Help your child count four sets of ten cereal pieces each. Then have him or her tell how many cereal pieces there are.

Name _____

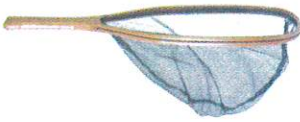
Say the name of each picture. If the name **begins** with the sound of the letter in the box, **print** it on the first line. If it **ends** with that sound, **print** it on the second line.

1. b




Handwriting lines with a lowercase 'b' on the first line and a blank space on the second line.

2. t



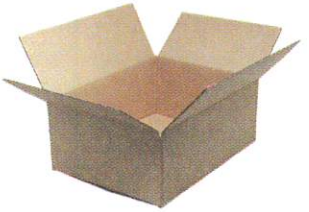
Handwriting lines with a blank space on the first line and a blank space on the second line.

3. s



Handwriting lines with a blank space on the first line and a blank space on the second line.

4. b




Handwriting lines with a blank space on the first line and a blank space on the second line.

5. t




Handwriting lines with a blank space on the first line and a blank space on the second line.

6. b



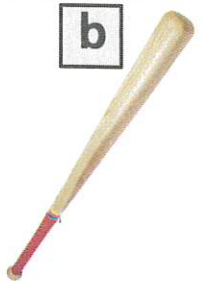
Handwriting lines with a blank space on the first line and a blank space on the second line.

7. s



Handwriting lines with a blank space on the first line and a blank space on the second line.

8. b




Handwriting lines with a blank space on the first line and a blank space on the second line.

9. b




Handwriting lines with a blank space on the first line and a blank space on the second line.

10. s



Handwriting lines with a blank space on the first line and a blank space on the second line.

11. t



Handwriting lines with a blank space on the first line and a blank space on the second line.

12. s



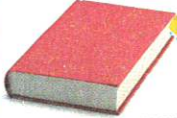








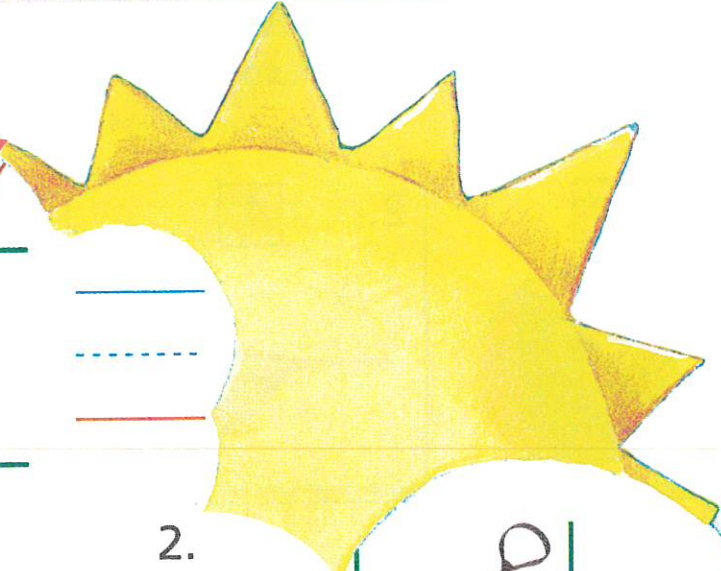
Handwriting lines with a blank space on the first line and a blank space on the second line.

©Pearson Education, Inc./Modern Curriculum Press/Pearson Learning Group. All rights reserved. Copying strictly prohibited.

Say each picture name. Draw a line through the pictures in a row that begin with the same letter sound. Write the letter that wins in each game.

1.



2.



3.



Ask your child to name each picture, then say the beginning consonant for the picture name.

Name _____

Say the name of each picture. Find the beginning letter of each picture name. Circle that letter.

1.



H M K

2.



M K H

3.



K H M

4.



H M K

5.



K M H

6.



M H K

7.



H K M

8.



K M H

9.



M H K

10.



H K M

11.



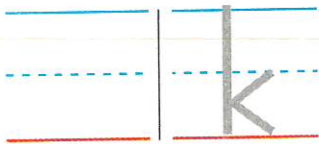
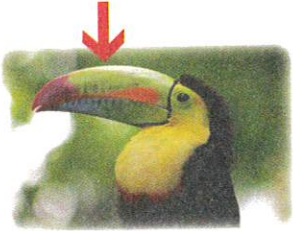
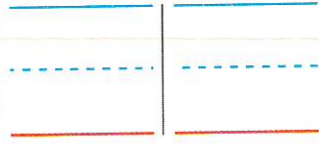
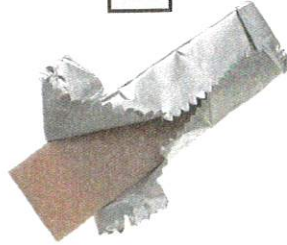
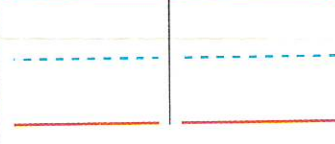
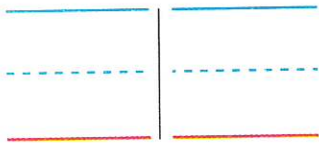
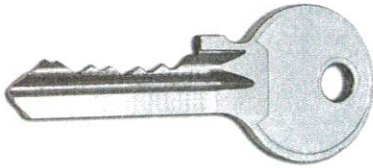
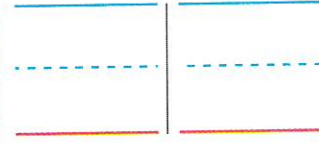
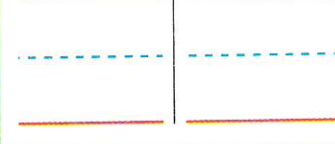
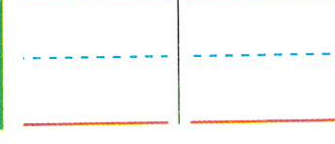
K M H

12.



M H K

Say the name of each picture. If the name **begins** with the sound of the letter in the box, **print** it on the first line. If it **ends** with that sound, **print** it on the second line.

1. k2. h3. m4. m5. k6. m7. k8. h9. h10. k11. m12. k

Name _____

Say the name of each picture. If the name begins with the sound of the letter in the box, **print** it on the first line. If it ends with that sound, **print** it on the second line.

1.

f



f

2.

j



3.

g



4.

f



5.

g



6.

f



7.

f



8.

j



9.

g



10.

j



11.

g



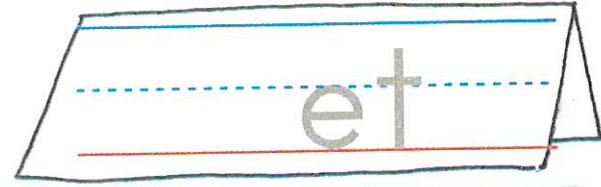
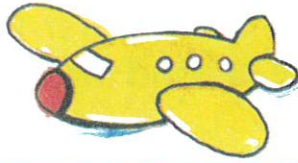
12.

f

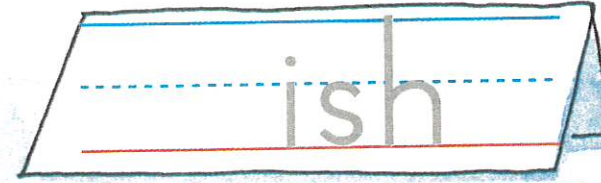
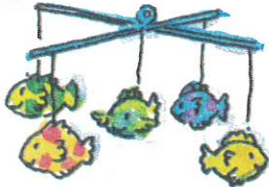


Say the name of each toy. Print a letter to finish the word on each sign. Then trace the word.

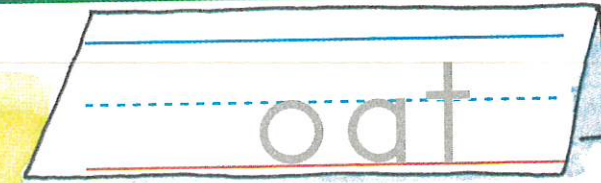
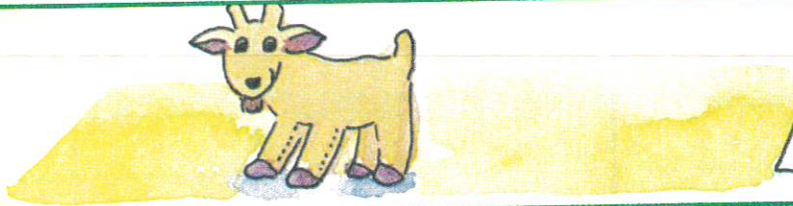
1.



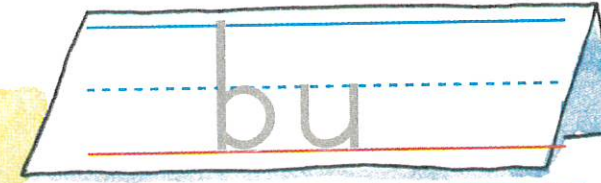
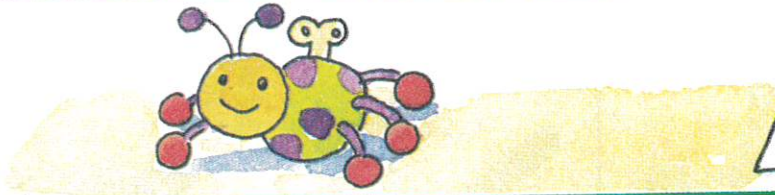
2.



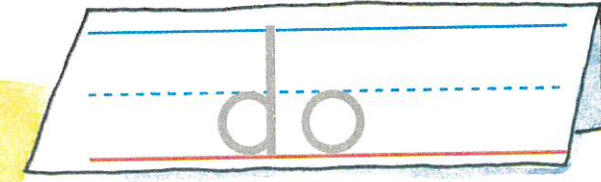
3.



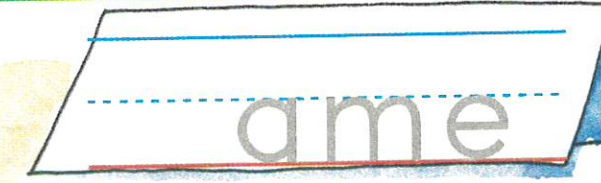
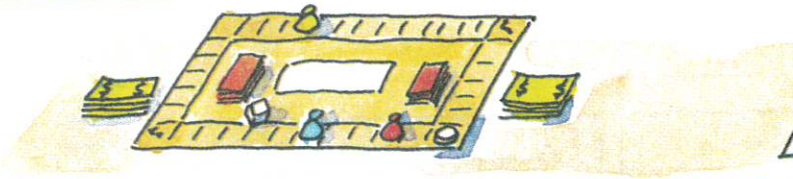
4.



5.



6.



7.



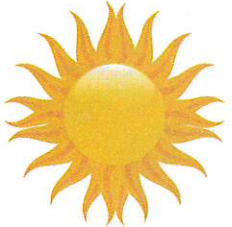
8.



Name _____

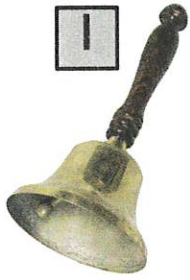
Say the name of each picture. If the name **begins** with the sound of the letter in the box, **print** it on the first line. If it **ends** with that sound, **print** it on the second line.

1. [n]

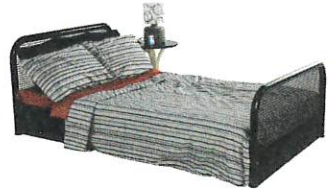


n

2. [l]



3. [d]



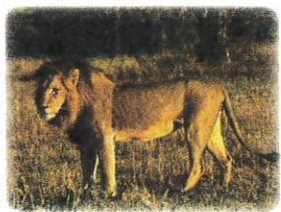
4. [n]



5. [d]



6. [l]



7. [n]



8. [d]



9. [n]



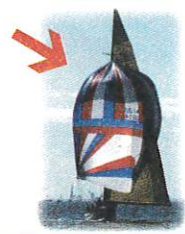
10. [l]



11. [d]



12. [l]

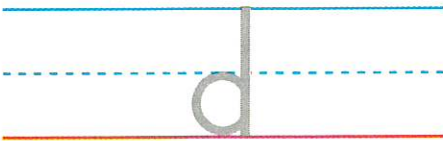
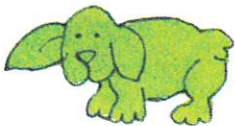


© Pearson Education, Inc./McGraw-Hill Education. All rights reserved. Copying strictly prohibited.

► Say the names of the pictures in the boxes. Look for these pictures in the big picture. Circle each one. Write the letter of each beginning sound.



1.



2.



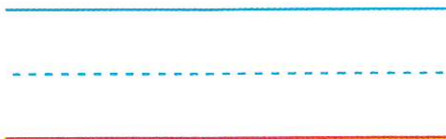
3.



4.



5.



6.



Name _____

Say the name of each picture. **Print** the letter for its beginning sound on the first line. Then **print** the letter for its ending sound on the second line.

1.



r n

2.



3.



4.



5.



6.



7.



8.



9.



10.



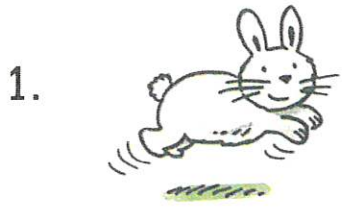
11.



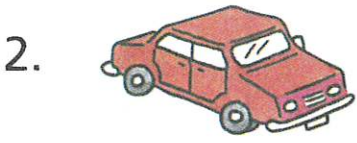
12.



Say each picture name. Write the word that names each picture. What is the secret message?



h o



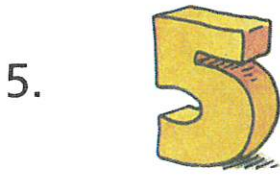
a



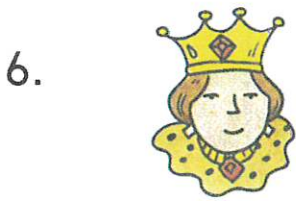
a n



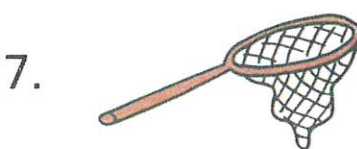
e b



f i e



u e e n



n e



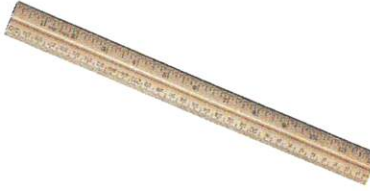
Name _____

Say the name of each picture. Print the letter for its middle sound on the line.

1.



2.



3.



4.



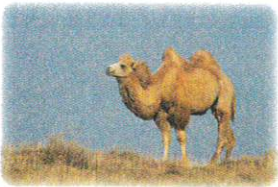
5.



6.



7.



8.



9.



10.



11.



12.



©Pearson Education, Inc./Modern Curriculum Press/Pearson Learning Group. All rights reserved. Copying strictly prohibited.

▶ Say the name of each picture. Print the letter for its middle sound on the line. Trace the whole word.

1.



ba y

2.



po y

3.



ra io

4.



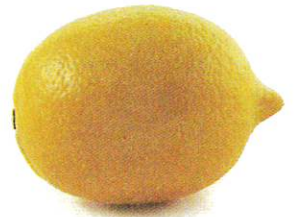
wa on

5.



ru er

6.



le on

7.



se en

8.



ro ot

9.



ti er



Name _____



Phonics & Spelling

Say the name of each picture. Print the letter for its beginning sound. Then print the letter for its ending sound. The words in the box may help you.

bed cat fox ham jar beak
 pig queen tub van web yard

1.



a

2.



i

3.



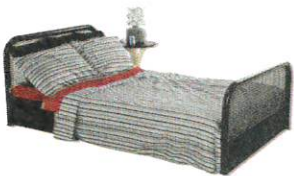
o

4.



u

5.



e

6.



a

7.



a

8.



e

9.



a

10.



ea

11.



ar

12.



uee



Phonics & Writing

Draw a picture of yourself with your friends. **Write** a sentence about the picture.



Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, all in multi-colored ink.